Salem Cannon

Math- Missing Addends  
Grade- 2nd   
Objectives- TLW solve problems with missing addends.

Standards-

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| GLE 0206.3.3 | Solve simple arithmetic problems using various methods. |
| 0206.3.7 | Find unknown in a number sentences and problems involving addition, subtraction, and multiplication. |

Materials –

* “Holiday Hop” board game in plastic sleeve
* Missing addends cards
* Dry erase marker & eraser
* 100’s chart (optional)

Set Up- Students will be given oral directions on how to play the game. They will then pair up (a lower student with a higher student) and scatter throughout the room (floor, desks, and tables are fine) to play the Missing Addend game.

Introduction- “Today we are going to play a game to practice what we just talked about (missing addends). You will begin by putting the first letter of your first name on the start ornament. You and your partner will take turns answering the questions and checking them. If you get the question correct you move one space. If you get the question wrong you stay in the same spot. With your marker move your initial throughout the board. The first one to get to the present wins. I will call your name and your partner’s name. One of you will pick a spot and the other one come get the supplies.”  
*Partners were chosen based on ability- one high and one low.*

Directions-

1. With your dry erase marker write the first letter of your first name on the “start” ornament.
2. Between you and your partner decide who will go first.
3. The first person should randomly pull a card and answer the question (with 100’s chart if needed).
4. Both you and your partner should check the problem.
5. If the problem is correct erase the initial and rewrite it on the next ornament. If it is incorrect do not move the initial and it is the next partner’s turn.
6. The person who reaches the present first wins.

Rules/Procedures-

* *What will you do if they get too loud?* Students will be expected to work at a level one voice (whisper) in their groups. If students get too loud they will get a warning first, and then if it continues the group being too loud will be asked to return to their seats to complete the worksheet on missing addends instead.
* *Are they allowed to help each other with answers?* Students are allowed to help each other within their groups (which is the reasoning for partnering a low student with a high student). One student should not give the other the answer, but can coach the other student on the process to figure out the answer.
* *Will they be tempted to run? What happens if they do?* Students will be allowed to pick anywhere in the room that they would like to work, but once they pick that spot they will not be allowed to move around the room anymore. If students do move they will be reminded once, and then the next time they will be asked to return to their desks to complete the missing addend worksheet instead.
* *Is there a winner of the game, is there a reward? What happens in the event of a tie?* There is a winner in the game (whoever reaches the present first), however there is not a prize for winning. This is simply a practice game just for fun.
* *What is the consequence for put-downs or poor sportsmanship? How will you handle disputes?* Poor sportsmanship and/or arguments will not be tolerated. Any of either action will result in students going back to their desks to complete the missing addends worksheet instead.

Conclusion-

* *How will your game end?* At the end of the time allowed for the activity or when I notice several of the groups finishing the game I will call for the students to clean up.
* *Is there content that should be reviewed at the end?* Due to the fact that students have already learned this concept and it is meant as a review game there is not any content that will be reviewed at the end. There will be a brief review at the beginning though.
* *Are there clean-up considerations?* Students will be asked to completely erase their boards, and then put the cards in the plastic sleeve along with the board. The boards will be returned to me, and the 100’s charts and markers will be returned to their proper places.

Reflection

I feel as if this game went over very well. Students understood the directions and had very few questions. They handled the freedom very well. They did not protest their preselected partners, and the higher students did well with coaching the lower ones. A special needs student that visits the class during math was paired with a higher student and his aid, and the higher student exceeded expectations in his explanations and coaching of his partner.

The concept of missing addends was something that the students learned earlier in the year. Mrs. Low wanted to review it and allow the students some time to practice, which is just what this game did. She commented at the end that the thought that more practice might be needed, so this game might be pulled out again.

If we did use this game again I would create another set of cards for more variety. I might add in rewards for winning to keep students earnestly trying to get the answers correct and finish first. I would also add an answer sheet, but it would have to be closely monitored to make sure students do not abuse it by looking at the answer sheet rather than answering the question for themselves.

I feel as if this game was a success and it could be used again. The board could be used for multiple games. With different cards for different concepts it could be used for almost anything. Students love to play games so I feel like it is a great way to review material. I will definitely incorporate games into my classroom for review purposes.







